

**HOWARD COUNTY PUBLIC SCHOOLS  
INSTRUMENTAL MUSIC  
GRADES THREE THROUGH TWELVE**

**GOALS AND OBJECTIVES  
Grades Three, Four, and Five - Levels I and II**

**GOAL IV: AESTHETIC CRITICISM**

**The student will demonstrate the ability to make aesthetic judgments.**

**CORE OBJECTIVE A.** The student will identify a wide variety of musical expressions and the social contexts from which they emerge.

**Enabling Objectives:**

1. The student will discuss music as it relates to the listener's feelings.
2. The student will use appropriate music terminology to explain personal preferences for specific musical works and styles.
3. The student will discuss how changes in performance (dynamics, tempo, phrasing) affect the listener's reaction to musical works.
4. The student will apply criteria to evaluate class and individual performances.

**Assessment Options:** Visual organizers (R4.0 – R4.6)  
Oral questioning (R1.1)  
Essay (A7.1, A7.3)  
Oral presentation

- Strategies:**
1. Have students draw what they hear while listening to select musical works. Then, have students discuss their work.
  2. Have students perform informally for classmates, staff members, or parents and later describe the audience reaction to the music. Students may also interview select members of the audience to determine their reactions to the music.

**CORE OBJECTIVE B.** The student will explore the importance of developing personal aesthetic criteria.

**Enabling Objectives:**

1. The student will discuss characteristics of a good performance, such as playing in tune, proper tempo, and appropriate expression.
2. The student will discuss ways in which creating and making music bring personal satisfaction.
3. The student will discuss established criteria and apply them to personal performance.

**Assessment Option:** Fill-in-the-blank  
Essay (A1.0 - A2.2, A6.1, A12.3, A13.2)

**Strategy:** Have students complete an evaluation form, using established criteria, after listening to a recording of their ensemble performance. Students are encouraged to critique themselves individually and as an ensemble.